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ABSTRACT

Evidence suggests that school focused staff development programs are more likely to bring about real school improvement because the individual school is the primary unit of change. These guidelines for the development and implementation of school-focused delivery of staff development programs were prepared for Georgia school systems. The term "school-focused" refers to empowering staff at the school level despite the location of delivery. The introduction to the document presents background information and a model for school-focused staff development. The next section discusses roles and responsibilities of participants, training, and training for implementation. Four steps of implementation--committee organization, needs assessment, plan development, and program implementation--are presented in the next part. An evaluation model and plan are described in the fourth section. The last section discusses the change process with a focus on an adoption model. Appendices include the staff development plans of counties, components of effective inservice training, Clarke and Richmond evaluation plan format, and evaluation questions. (111 references) (LMI)

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School-Focused Staff Development Guide

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June 1990

EA 022 832

School-Focused Staff Development Guide

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Evidence suggests that school-focused staff development programs are more likely to bring about real school improvement because the individual school is the primary unit of change. Therefore, the Staff Development Unit of the Georgia Department of Education has prepared this School-focused Staff Development Guide to help school systems and schools interested in developing and implementing a school-focused approach as an optional model for delivering staff development programs.

The School-focused Staff Development Guide contains a compilation of recent literature in the field and a compendium of procedures, hints, reminders, and suggestions drawn from the literature and successful practices. We hope this guide will be a handy resource as you begin providing a school-focused program.

Please remember that we offer this method as an alternative. It will be viable for some systems and schools. It will not be appropriate for all staff development efforts, and it may not be the most practical approach for every system or school. You will need to decide how the school-focused approach to staff development will work in your particular situation.

For those who would like additional reading material and background information on school-focused staff development, an extensive bibliography has been included. If we can provide technical assistance or consultation to you on your school-focused staff development efforts, please call the Staff Development Unit.

Werner Rogers
State Superintendent of Schools

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Preface

This school-focused staff development guide is designed primarily for staff development coordinators or central office staff persons responsible for the development, administration and management of staff development programs for all school personnel in the local school districts. The information contained in this guide may also be valuable to members of boards of education, superintendents, school principals, school-based staff developers, consultants and others employed in a school system. It is intended for anyone who wants to learn about school-focused staff development programs and for those willing to try another approach to staff development.

School-focused staff development is presented as one alternative school systems could use to plan and deliver staff development programs. This guide is a compendium of information and procedures drawn from recent literature and successful practices. Included are suggestions, hints and reminders to consider when initiating a school-focused program. For additional study on all aspects of planning, implementing or evaluating school-focused staff development, an extensive bibliography is included in this guide.

This guide is not a handbook for staff development in general. The reader should already be familiar with the basics of an effective staff development program. This guide does, however, focus on applying effective staff development practices at the school level using the school as the locus for planning and implementing school staff development. Those who desire a general guide for organizing and delivering a staff development program should consult resources on page 12 or contact the Georgia staff development unit. Knowledge and skills required for managing and implementing a school-focused staff development program are essentially the same as those necessary for a system-focused approach. This alternative builds upon what is already being done in many school systems. School-focused staff development may not be the best approach for all school systems or the most appropriate approach for all schools within a school system.

Because school-focused staff development is merely an optional delivery system for accomplishing system and school improvement goals, there are no changes in any of the regulations and procedures governing the staff development program. The school-focused staff development approach may be viewed as a framework on which a system or school may launch its own unique programs. Innovative approaches and strategies for school-focused staff development are limited only by the imagination of the members of a school system.

School-focused staff development benefits a school by

- providing opportunities for increased awareness and involvement of school staff in their own professional development,
- enhancing staff creativity,
- providing opportunities for shared participation in determining a vision for the school,
- basing staff development on individual and group needs for achieving the school's vision,
- enhancing opportunities for creating a sense of community in the school,
- maintaining and strengthening staff morale,
- creating an environment that promotes professional respect and acceptance of individual values, views and contributions and
- being accountable for its own actions.

Introduction

Background

Staff development programs have been a part of the education profession for decades. Although different names have been used and periods of trial and error have marked efforts to determine the most effective delivery systems, one constant goal endures: developing planned programs to strengthen the competencies of school personnel to improve education. Currently, school-focused staff development approaches appear to be more effective for providing meaningful professional and personal growth for school staff than most other models of in-service education.

During the past two decades a preponderance of literature has been devoted to school-based staff development approaches for improving schools. The earlier literature reflects the notion of using the term school-based staff development for any staff development activity held at a school or building level regardless of centralized or decentralized planning. More recent thought, however, has reshaped this notion to mean empowering staff at the school level to determine their needs regardless of where staff development programs are delivered.

Schools may be the base for delivering some programs; however, the crux of the matter is not where staff development programs are delivered but the process and focus from which they are planned. In fact, the school staff assess needs identify or design appropriate programs and manage the implementation of improvement activities. Thus the term school-focused staff development is replacing the term school-based staff development. This change in terminology remedies the ambiguity associated with the earlier usage of the term school-based staff development.

This developmental shift in thinking from a centralized to a decentralized viewpoint is consistent with contemporary management theories that promote participatory strategies to strengthen productivity and quality. Research on applying these approaches to the education field verifies that staff development programs are more effective in the long term when conceived and planned by staff at the local school level within a framework of a school's and school system's strategic or long-range plan.

Definition

School-focused staff development is defined as a process through which a school's staff identifies the school's strengths and areas that need strengthening and uses this information as a basis for school improvement. This process is accomplished by school- or building-level planning that is goal-directed, outcome-focused, considerate of staff interests and needs and consistent with the school system's strategic plan.

Characteristics

To help put this definition to work, consider these characteristics of school-focused staff development.

- Planning for school-focused staff development within a school system is consistent with the goals of the school and the strategic plan of the school system.
- School faculty and staff members determine the goals for improvement for their own school.
- Individuals and groups within the school and school system share decision making.
- Certified and noncertified faculty and staff are involved in all components of the process.
- Individual differences are accommodated within school-defined needs.
- Activities may or may not take place at the school site.
- School-focused staff development is a developmental process rather than an event.
- The delivery of staff development programs is based upon known and accepted adult learning theories and styles.
- Career development stages of faculty and staff are considered in designing programs.

These characteristics, abstracted from Howey, Bents and Corrigan (1981) and Wood (1989), show that school-focused staff development empowers school faculty and staff to make shared decisions about staff development efforts. Many of these elements would be characteristics of any successful staff development program.

School-focused Staff Development Program Model

Planning and implementing a school-focused staff development program is a manageable process when thoughtful preparation and planning strategies are used. Figure 1 portrays a model for the first-time effort of a school system planning and implementing a school-focused staff development program. The model is composed of planning and implementation phases divided into major events and arranged in a sequenced format. Each event is discussed in subsequent sections of this guide. The purposes of the planning phase are to obtain appropriate commitments, create a climate that encourages school faculty and staff participation and to provide an infrastructure. After system commitments to the concept have been obtained, an ad hoc planning committee should be selected and charged with identifying roles, responsibilities and necessary training for board of education members; system staff development coordinators; staff developers; principals; teachers; staff; and school staff development committee members. An existing, well-functioning system staff development committee could possibly form this ad hoc committee. Each school system should determine the most appropriate procedures and policies for a school-focused staff development program matching the school system's goals. Schools electing to participate should do so after a decision by the school staff to engage in a school-focused staff development approach.

Once a school system has adequately defined and put into place the concept for a school-focused staff development program, the implementation process at the school level should not be difficult. A major step in implementation is the appointment and training of members of the school staff development committee. This group facilitates the implementation of the necessary framework. Another crucial step is to translate school system goals into school improvement goals and to generate the staff development plan. Particular emphasis must be placed on the process of developing school improvement goals consistent with the school's strategic plan and identified needs and consistent with the school system's goals and strategic plan.

To make sure planning and implementation processes are effective and appropriate, each major event should be continually evaluated. School needs and strategic plans should be continually assessed and appropriate changes made to the school staff development plan. Policies and procedures for implementing school-focused staff development should also be assessed as the program matures.

School-Focused Staff Development Model

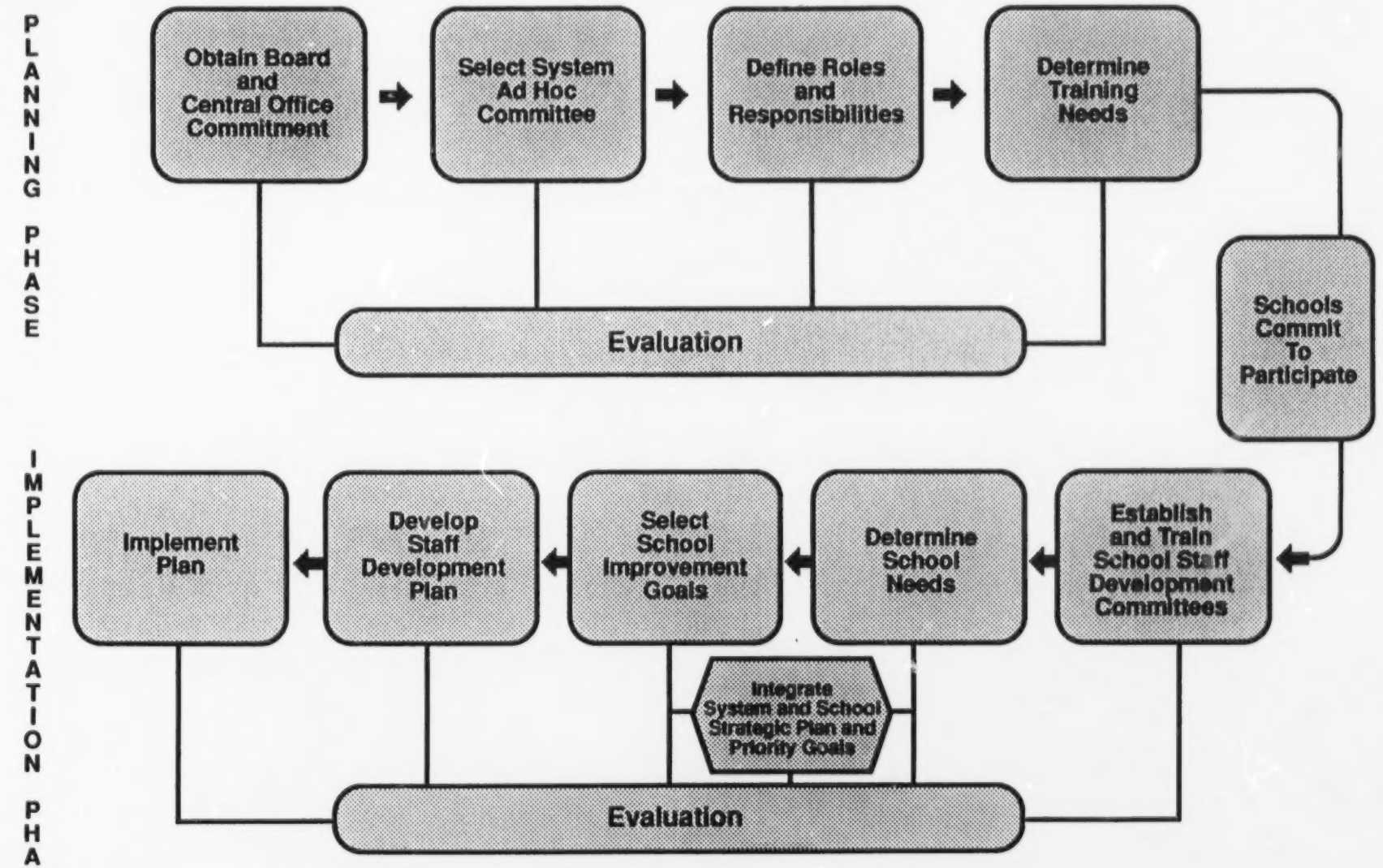

Figure 1. School-Focused Staff Development Program Model

Planning

Serious planning for implementing a school-focused staff development program requires a great deal of thought, discussion and commitment. Everyone from the school board to the community should be involved. In addition, a system ad hoc planning committee should be established before implementing the program to plan, define various roles and responsibilities and identify training needs for all those involved. This section discusses and offers suggestions for each of these planning tasks.

Commitments

A school-focused staff development program requires commitment from every level of the organization, including the board of education members, superintendent, central office staff, principal, school faculty and staff. Soliciting support from parents, students and the community helps ensure success. A bond of shared understandings and a common language will sustain a school-focused staff development program. For the program to succeed, commitment must include appropriate financial and human resources. The time and effort required to obtain the desired commitments are critical factors to consider while planning.

Central Office Administrators

Because school-focused staff development means empowering schools to determine their future direction and accomplishments, it may be necessary to redefine the roles of central office administrators in staff development to adjust to a more decentralized delivery system. Central office administrators will continue to coordinate the systemwide staff development program, but will no longer directly manage and supervise the school-focused staff development programs for the individual participating schools. Their role will be to provide resources and encouragement, remove obstacles and respond to specific requests for assistance from individual schools. In this approach, the central office administrators serve more as supporters and facilitators. Their roles also may include the major responsibilities of monitoring and communicating feedback about progress of the program to the school board, to the community and to the Georgia Department of Education.

In the very early stages of planning for school-focused staff development, the system level staff development coordinator and other central office administrators may need to take a direct leadership role to get the school-focused programs started; that is, it may be necessary to have system-initiated but school-focused programs. In these cases, the system-level administrators would gradually relinquish their direct management role as the school staff development committee and other key school personnel become more experienced in implementing and leading the staff development efforts. The staff development committees will eventually become well-functioning organizational entities in a school-focused staff development process.

System Ad Hoc Planning Committee

Once the system and school(s) have made a commitment to implement school-focused staff development, it will be helpful to organize a system ad hoc planning committee. (An ad hoc planning committee may not be necessary if there is a functioning system-wide staff development committee.)

The purpose of this group is to develop the initial plan for moving the school system forward to a decentralized approach for delivering staff development. Therefore, the ad hoc planning committee should know

- the background, definition and characteristics of school-focused staff development,
- the roles and responsibilities of school personnel within a school-focused staff development program,
- techniques for empowering others,
- change process,
- adult learning theory,
- shared decision-making skills,
- effective communication skills,
- team building and collaboration skills,

- facilitation techniques and
- successful staff development delivery systems and programs.

Aligned with the system's strategic plan, the work of the ad hoc planning committee should include

- formulating for the system a school-focused staff development framework which provides for shared decision making among constituents,
- establishing guidelines, procedures and processes for operationalizing a school-focused staff development program,
- recommending criteria and guidelines for the selection of the staff development committees at the schools,
- defining initial roles and responsibilities of the staff development committee and other key participants,
- exploring and recommending incentives for members of the school staff development committees,
- addressing systemwide issues related to school-focused staff development programs,
- developing procedures for implementing the change process among system personnel (The change process is crucial and a comprehensive plan outlining strategies may be necessary.) and
- Identifying initial training needs of school personnel.

Roles and Responsibilities

The role of a staff development program is to facilitate the successful achievement of improvement goals of schools and school systems. School-focused staff development programs have great potential for implementing and institutionalizing the innovations that lead to school improvement. However, it is not always easy to implement school-focused staff development programs, since it can be difficult to change the professional practices within a school or school system. Changing from a centralized to a decentralized staff development program that promotes shared decision making and shared management of the program can be difficult. For this reason it is important to pay attention to change process concepts and strategies.

As a school system begins to implement school-focused staff development, the board of education, central office administrators, staff developers, principals, teachers and staff have certain distinct and important responsibilities, including the following.

Board of Education Responsibilities

- Establish and revise current policy to promote and support school-focused staff development programs and practices in each of the schools within the school system
- Identify priority staff development goals that focus on the major educational problems affecting school staff and students in the school system
- Monitor progress toward the school system's goals
- Budget appropriate resources to support the achievement of staff development goals at each individual school

System Staff Development Coordinators' Responsibilities

- Translate board policy and priority goals into the school system's strategic plan and implementation processes
- Provide overall management and administrative services for the system's staff development program
- Develop guidelines to help schools select their priority goals
- Manage school system resources to support school-focused staff development plans
- Develop regulations and procedures
- Assume the role of a resource person, consultant and/or facilitator
- Review and approve staff development plans for each school
- Monitor programs for each school to ensure compliance with applicable rules, regulations and system priorities
- Design and coordinate evaluation of the school-focused staff development program for the school system

Staff Developers' Responsibilities

(Staff Developers may be members of central office or school staff who assist system staff development coordinators.)

- Work directly with the school staff as an instructor, teacher, coach, advisor or mentor
- Help identify and/or design learning experiences based on school needs and develop methods and materials
- Promote continuous communication among various groups and individuals within the school and school system
- Explain and provide choices from which school staff can make decisions about staff development
- Model collaboration
- Help evaluate the school-focused staff development program for the school system

Principals' Responsibilities

- Involve school staff, community representatives, parents and students in determining goals and program alternatives
- Provide key leadership in school-focused staff development
- With faculty and staff, create a clear vision and mission for the school
- Establish norms of collegiality and experimentation within the school
- Encourage faculty and staff involvement on the staff development committee and in staff development activities
- Empower school leadership to design, implement, and evaluate the school-focused staff development program in collaboration with school staff
- Oversee expenditure of school staff development funds
- Model collaboration and team building
- Provide release time, child care and other incentives for school staff to plan and work through the change process
- Serve on the school staff development committee
- Act as the head learner at the school
- Provide comfortable, adequate arrangements for staff development activities

Teacher and Staff Responsibilities

- Work collaboratively with the principal, the staff development committee and others to select the school's priority improvement goals
- Help identify, design and implement staff development programs to achieve staff development goals
- Support the staff development effort through participation in the design, development and monitoring of the program
- Conduct in-service programs for peers
- Help collect and interpret evaluative data related to improvement goals
- Participate in the selection of school staff development committee members

School Staff Development Committee Responsibilities

(Everyone must have the opportunity to serve on the staff development committee, although the actual membership of the committee should be limited to a workable number. This involvement of everyone can be accomplished by developing a process that allows faculty and staff to help identify committee membership. The planning team should work with the entire faculty and staff group to make decisions.)

- Develop and submit a staff development plan to the system staff development coordinator
- Represent the school faculty and staff and serve as an advocate of the program
- Facilitate the development of a shared vision, beliefs and priority goals for the school
- Work collaboratively with the principal and other school staff to plan, implement and evaluate school improvement efforts
- Gather and share information with school staff and community, mediate conflicts and promote commitment and ownership of school improvement efforts
- Propose staff development delivery systems and strategies for accomplishing school goals
- Serve as "flag wavers" and "cheerleaders" for the school-focused staff development program

- Act as change facilitators
- Make informed decisions about training needs
- Evaluate the staff development program at the school

Training

The move to school-focused staff development will require special awareness and training programs for boards of education, system staff development coordinators, staff developers, principals, teachers and staff to meet the challenges necessary to change to a more decentralized delivery system. Such training may be provided in a variety of ways. For example, this guide could serve as one resource; the bibliography that is included should be especially helpful. Outside consultants or colleagues who have had experience with a school-focused staff development model could also contribute. A training plan based on the unique needs of the school system and school should be developed.

Initial training should familiarize participants with the school-focused staff development model. This training could include small group discussions or large group meetings and should be conducted very early in the process. If large meetings are held, small group activities should be conducted as a follow-up. More extensive training must be provided to principals, members of the staff development committees and any other key leaders on their roles, responsibilities and other important implementation issues.

Adult Learning

When developing training plans and activities, whether for school-focused staff development approach or any other staff development effort, planners must consider adult learning theories, principles and strategies. The past experiences of adults create a base for learning new ideas. In addition, learning is important to adults, who often come to training by choice and are usually internally motivated. School-focused staff development programs must allow flexibility, full participation and empowerment of adults.

Considerations for adult learners include the following.

- Opportunities for adults to identify their own need areas
- Provision of resources to address the needs
- Time to implement and integrate the new learning
- Opportunities to evaluate the value of the learning
- Opportunities to promote and share ideas with their peers
- Opportunities to participate in their own learning
- Opportunities to discuss their knowledge and life experiences related to the training topic
- Self-directed activities
- Problem-centered activities that
  - solve a problem
  - address a concern
  - provide practical information
  - provide current information
  - apply directly to everyday experiences
- Comfortable learning environment
- Developmentally appropriate activities that
  - meet individual needs
  - use various learning approaches

Career Stages

Adult growth and career stages have many implications for school-focused staff development programs. Traditional activities designed to improve skills are appropriate during the induction, competency-building and growing stages, but it is often necessary to go beyond these levels of skill development. Planners must consider the personal and organizational influences that may impact an employee's performance. School-focused staff development programs must address all employees through a comprehensive approach that will meet the needs of both new and veteran faculty and staff who are at different growth and career stages.

Staff development, regardless of the delivery system used, should employ an individualized support system with employees moving in and out of various career stages in response to personal, organizational and environmental influences. Teacher career stages, which may be expanded to include all

Career Stages

Career Stage	Notes of Explanation
Preservice	• Period of preparation for a specific professional role • Initial preparation in a college or university • Retraining for a new assignment through college or staff development courses
Induction	• First few years of employment • Socialization into the system • New assignments
Competency Building	• Strive to improve skills and abilities • Seek out new materials, methods, strategies and ideas • Willingly participate in staff development training, college courses and conferences
Enthusiastic and Growing	• Reach a high level of competence in their jobs • Continue to progress as professionals • Great resources for identifying supportive staff development activities for their schools • Excellent members of the school or system staff development committees or leadership teams
Career Frustration	• Frustrated or disillusioned with jobs • May suffer from burn-out • Midpoint of career
Stable/ Stagnant	• Do only that which is required, but little more • May perform at an acceptable level, but not committed to excellence or growth in the profession • Little motivation to participate in staff development opportunities
Career Wind-Down	• Preparing to leave the profession • Experience a pleasant or unpleasant period depending on the type of experiences encountered in the profession
Career Exit	• Period after the teacher leaves the job • Period of unemployment after job termination • May temporarily leave the career (such as maternity) • Explore alternative career opportunities • May move to nonteaching position in education

Staff developers should be particularly interested in creating and maintaining "competency building" and "enthusiastic and growing" stages. A major challenge would be to provide incentives and redirection to individuals with symptoms that denote "career frustration" and "stagnation."

Figure 2. Abstracted from *Teacher Career Stages: Implications for Staff Development*, Burke, Christensen and Fessler, 1984

employees in an education system, are illustrated in Figure 2. (Not all teachers experience all career stages illustrated in Figure 2; teachers may not experience these career stages in this order.) Knowledge of these career stages will be helpful in planning and providing positive staff development experiences. School-focused staff development programs and activities may provide a source of renewal for school staff and may prevent or minimize career frustration and stagnation. Also, they may contribute to rewarding induction experiences, enhance competency building and provide incentives to maintain the enthusiastic and growing stage.

Training for Implementation

As with any effective staff development program, research-based training should be conducted before the implementation of a school-focused staff development program. Following are examples of initial training topics that should be considered.

Board of Education

- School-focused staff development background, definition and characteristics
- Successful staff development delivery systems and practices
- Roles and responsibilities of school personnel within a school-focused staff development program
- Expected resources and policy issues
- Strategic planning

System Staff Development Coordinators

- School-focused staff development background, definition and characteristics
- Successful delivery systems and practices
- Roles and responsibilities of school personnel within a school-focused staff development program
- Facilitation techniques
- Needs assessment strategies
- Team building and collaboration skills
- Effective communication skills
- Shared decision-making skills
- Techniques for empowering others
- Change process
- Adult learning theory
- Strategic planning
- Evaluation strategies

Staff Developers

- School-focused staff development background, definition and characteristics
- Successful delivery systems and practices
- Roles and responsibilities of school personnel within a school-focused staff development program
- Instructional design incorporating adult learning theories and the change process
- Effective communication and presentation skills
- Team building and collaboration skills
- Evaluative strategies
- Adult learning theory
- Strategic planning

Principals

- School-focused staff development background, definition and characteristics
- Successful delivery systems and practices
- Roles and responsibilities of school personnel within a school-focused staff development program
- Shared decision making
- Techniques for empowering others
- Change process
- Team building and collaboration skills
- Facilitation techniques
- Effective communication and presentation techniques
- Creative techniques for resource acquisition and allocation
- Evaluation strategies
- Adult learning theory
- Strategic planning

Teachers and Staff

- School-focused staff development background, definition and characteristics
- Roles and responsibilities of school personnel within a school-focused staff development program
- Successful delivery systems and practices
- Team building and collaboration skills
- Shared decision making
- Change process
- Peer training and assistance roles
- Adult learning theory
- Strategic planning

School Staff Development Committee

- School-focused staff development background, definition and characteristics
- Successful delivery systems and practices
- Roles and responsibilities of school personnel within a school-focused staff development program
- Team building and collaborating skills
- Problem and decision-making analysis skills
- Communication and presentation skills
- Change process
- Techniques for empowering others
- Facilitation skills
- Mediation skills
- Shared decision making
- Needs assessment skills
- Data analysis and presentation skills
- Evaluation strategies
- Adult learning theory
- Strategic planning

Implementation

Implementing school-focused staff development often necessitates changes in staff behaviors because school personnel share the responsibility for the success or failure of the program. The success of such a program hinges on a well-developed and followed implementation plan that is flexible to allow changes in the process. Following are four major steps that schools should consider when adopting a school-focused staff development delivery system.

1. Organize a School Staff Development Committee

Form a planning committee that includes the principal. The planning committee should be selected through a mutually agreed upon process by school-level personnel. Each school should develop criteria for selecting committee members unique to its staff development needs and reflecting the diversity that exists among the faculty and staff (teaching, administration, service and noncertified). Membership criteria might include the following.

- Leadership
- Desire to particpate
- Commitment
- Energy
- Task-oriented skills
- People-oriented skills
- Communication skills
- Teaching skills
- Content knowledge
- Training experience

2. Conduct Needs Assessment

The move towards school-focused staff development increases the necessity of having a well-understood procedure for conducting a needs assessment. A comprehensive school-focused needs assessment must fit the particular needs of a school and give appropriate consideration to the school and school system's strategic plans and any identified priority goals. The results of the needs assessment should yield school improvement goals which reflect the school staff, community and system's visions of what the school could become. The discrepancy between the vision and the current status of the school yields these improvement goals. Short-range goals should represent those viewed by the school staff as the school's most critical, immediate needs, while long-range goals (two or more years into the future) represent the staff's vision for the school.

Needs assessment data for staff development should represent the views of the school system, administrators, teachers, staff, students, parents, and community. Examples of data sources would include questionnaires, interviews, test data, school evaluations, audits and/or reviews, school/system accreditation studies and community surveys.

3. Design Staff Development Plan

The school-focused staff development planning team should translate the identified needs into an appropriate school-focused staff development plan. Staff development plans should be reviewed by the system staff development coordinator responsible for ensuring that the school system's staff development program complies with applicable rules, regulations and system priority goals. Central office administrators may help planning teams locate and coordinate resources, consultants and programs. The plan should include the following.

- Goals
- Activities for each goal
- Personnel responsible
- Timeline
- Evaluation strategies
- Cost

The school-focused staff development plan should revolve around "SMART" goals (Zigarmi, 1989).

- **S**pecific — Goals should be clear, precise and stated in performance terms.
- **M**easurable — Goals should establish dimensions by which results will be evaluated.

- **Attainable** — Goals should be reachable.
- **Relevant** — Goals should be applicable to priorities and the improvement plan.
- **Trackable** — Goals should be monitored and accessed periodically.

Activities should be appropriate and match the learning styles and needs of the participants. These activities may include such strategies as courses, seminars, conferences, field trips, individual studies and group projects.

Appendices A and B include sample formats that may be used as guides to create a plan which meets your school system's particular needs. In addition, your school system may have the following dated but useful resources.

- *Planning Education Improvement,* Georgia Research and Development Utilization Project, 1978, is a package of materials and useful information for planning and implementing improvement projects.
- *Staff Development: A Set of Procedural Guidelines,* Georgia Professional Standards Commission, 1986, presents guidelines on how to develop and conduct staff development programs at the district and school levels.

4. Implement Staff Development Program

Implementation of the staff development plan must be continually assessed and strengthened whenever evaluation evidence suggests modification is needed. While school-focused staff development can be delivered at the school site, it does not have to be. Activities can be offered outside the school or district and may take any appropriate form. Staff development is school-focused when participants address a school-generated goal. The training site is less important than the process used to initiate the goal.

As with any effective staff development program, the training design should include elements widely recognized as leading to behavior changes in the classroom. Theory, modeling/ demonstration, practice, feedback and coaching are essential components of training if new learning and skills are to transfer to the classroom. These elements are briefly defined below. A further description of the training components may be found in Appendix C.

- **Theory** — Explanation and rationale for the innovation
- **Modeling/Demonstration** — Enactment of the performance strategy or skill
- **Practice** — Opportunity for initial experience with the new strategy or skill
- **Feedback** — Opportunity to reflect on implementation of new strategy or skill
- **Coaching** — Provision of support, technical assistance and commitment to the participant to ensure the transfer of the new strategy or skill to the workplace

When these training components are used in combination, the levels of impact are considerable (Joyce and Showers, 1982, 1983). The skill acquisition level of impact is best reached when demopnstration is combined with discussions of the theory and followed by practice with structured feedback. If consistent feedback combined with classroom practice is provided, skill transfer most probably will occur. However, direct coaching on how to apply the new skills is necessary for mastery of new skills. Coaching can be provided by anyone thoroughly familiar with the new approaches. Coaching provides encouragement, technical feedback, analysis of application and adoption of skills.

Evaluation

Rationale

Program evaluation is a comprehensive process for providing objective and rational information to help decision makers make informed judgments. A set of standards and objectives form the foundation for designing a comprehensive evaluation system. Evaluating the planning, processes and results is a crucial component of any staff development delivery system. Planning and evaluating programs should be viewed as a system and not as a series of separate steps. Evaluation procedures and strategies for school-focused staff development programs follow the same accepted methodology, procedures and intensity employed for any formal evaluation endeavor.

There are many compelling reasons for making the evaluation process an integral part of all staff development efforts. As an example, evaluation is necessary to

- determine if the program or activity did what it was intended to do,
- determine what actually happened and what changes and unanticipated outcomes occurred,
- diagnose weaknesses in order to strengthen the program or activity,
- make informed judgments and decisions for future actions or programs,
- ensure accountability for funding sources,
- provide an intelligent response to a controversy and
- provide feedback to staff, administration and other interested parties.

Evaluation Model

A suggested program evaluation model is illustrated in Figure 3. Following is a description of the evaluation components of the model.

Input or Preformative

Employed when a program is initially being planned. Determines the quality and validity of the needs assessment and assesses strategies and alternatives selected to achieve the chosen goals and objectives.

Process or Formative

Assesses whether the program is being implemented as originally planned and detects any imperfections in procedural design.

Product or Summative

Determines the degree to which the intended goals and objectives have been met. Assesses the effectiveness of the completed program.

Using the Evaluation Model

The evaluation components presented in Figure 3 define the major categories to be considered when planning for evaluation. The evaluation activities and associated questions provide direction for designing procedures to provide information necessary to make sound evaluation judgments. This model should be considered as a system of interrelated interactions. It is difficult to interpret properly the results of a program without a knowledge of the processes that may have led to the results. In addition, the end results of a program should be interpreted in terms of the planning processes.

The evaluation model shows the major decision points that should be considered. Each decision is made by using a preplanned procedure for objectively collecting and analyzing data and other information. This preplan is usually in written form and is called an evaluation plan.

Evaluation Plan

The evaluation plan is developed to provide some assurance that the evaluation is well organized and that appropriate information is obtained for the decision-making process. The plan should clearly establish when, what and from whom data will be gathered. A sample format to use in writing an evaluation plan is presented in Appendix D. An evaluation plan should follow these steps.

1. Develop a formal purpose statement for the evaluation. Consider who will receive the evaluation and what kinds of evaluation questions need answers.

2. Develop key evaluation questions that focus on input, process and product measures. See Appendix E for examples.
3. Select evaluation activities and processes to gather information.
4. Identify people and their responsibilities for carrying out the evaluation.
5. Identify target dates.
6. Prepare a written evaluation plan.
7. Implement and follow the evaluation plan.

Sequences of Evaluation Processes

Once the evaluation plan is completed and approved by the appropriate individuals, the evaluation process may begin. The evaluation process should be carried out in a systematic manner. Harris (1989) suggested the following sequence of steps for carrying out input, process and product evaluation activities.

1. Select, define and specify evaluation criteria or specific measurable events.
2. Select, design or adapt instruments and procedures for measuring events related to evaluation criteria.
3. Gather and record data, using appropriate instruments and procedures.
4. Analyze data in ways that reduce and arrange data in relation to evaluation criteria.
5. Interpret results (findings) by comparing and contrasting them against criteria.
6. Value findings by relating them to values and expectations of the individuals or institutions being served.
7. Decide on one or more actions that should logically follow.
8. Act on the decisions so as to increase learning opportunities for students.

Evaluation Model
For School-Focused Staff Development

Evaluative Components	Evaluation Activity	Evaluative Questions	Decision Points
Input or Preformative	Needs assessment Program planning	Where are you? What are your needs? Where are you going? How will you get there? What program will meet your needs?	Selecting goals Selecting programs
Process or Formative	Implementation evaluation Progress evaluation	What is being done? What is resulting? How are you doing in getting there?	Modify/ continue program
Product or Summative	Outcome evaluation	What are the end results? Have the goals been accom-plished? Have you arrived?	Continue/ discontinue program

Figure 3.

Change Process

The change process is one of the most important factors to consider when planning and implementing a new approach or innovation. Everyone involved in the planning and implementation phases should be aware of the effects of change on people. Those whose lives will be affected by the change will be less resistent and less fearful if they understand the change process. The school system should plan, therefore, to be sure that the leadership of every participating school is trained in the beginning, as a very early step in preparing for school-focused staff developement. This will orient everyone in the school to the issues of change. Great resistance in a school staff indicates that the school is not ready to accept such change. In such a case, more in-depth work is needed before the staff will accept a school-focused staff development program.

Change occurs for several reasons. It may be imposed on us by natural events or deliberate reform, or we voluntarily participate in or initiate change when we find dissatisfaction or inconsistency in a current situation (Fullan, 1982). In anticipating the change, it is important to be aware of the major obstacles, to plan strategies to reduce them and to create an environment for accepting and supporting change. If school improvement efforts are to succeed, all school personnel must fully participate in the change process. When planning staff development programs, remember that school personnel want to have input in choosing and running programs. There should be less theory and more practice and active participation in group and individualized training programs that address everyday on-the-job needs.

There is general agreement that staff development experiences are the cornerstone of school improvement and that effective staff development programs have the potential to bring about significant changes. Evidence suggests that because the school is the primary unit of change, school-focused staff development is likely to bring about real school improvement. It must be understood, however, that change is a process that requires planning and ongoing support over an extended period.

Barriers

Barriers to introducing change should be carefully considered during the early planning sessions for adopting, implementing and institutionalizing innovations. By anticipating these obstacles early, it is possible to plan approaches to systematically reduce the barriers that may accompany change. Barriers that may present a challenge to the change process include endangerment of an individual's sense of security, fear that change will diminish standards of performance, an illogical view of the innovation and changes contrary to what the majority of those affected think is good or necessary. Other barriers include poorly conceived innovations, rigid expectations, poorly planned staff development programs, inadequate process for dealing with change, teacher isolation and failure to address the needs of adult learners (Valencia and Killion, 1988).

Acceptance

Just as there are a number of obstacles to change, there are a number of conditions that promote the acceptance of change. Among these are shared organizational goals and priorities, adequate human and financial resources, and a logical and soundly conceived innovation. Other conditions promoting change are well-planned staff development programs for adopting and implementing innovation in small increments, positive reinforcement during the change process, increased staff collaboration and shared decision making. Staff involvement in the design, development and delivery of staff development programs is crucial for the acceptance and implementation of the programs.

Collegiality and experimentation within the school are also important in a school-focused staff development program. In schools where they are the norm, faculty and staff feel less threatened about risking new behaviors and are more likely to participate in candid discussions with each other about their successes and failures. The school climate should allow staff members to learn together

and to support one another through the change process (National Staff Development Council, 1990).

Concerns-Based Adoption Model

Devising strategies to minimize barriers and to promote conditions that lead to acceptance of change has practical implications for staff development programs. Staff developers involved in a school-focused program must be mindful of the concerns of teachers and staff who are involved in the change process. A model that has been used to successfully accomplish this task is the Concerns-Based Adoption Model (CBAM). This research-based model provides a framework for dealing with changes an individual undergoes when involved in new situations (Hall, Wallace and Dossett, 1973). CBAM identifies three stages of concern through which individuals move.

- Concerns about awareness of the innovation, gaining information and its effect on self
- Concerns about the management of the innovation
- Concerns about the consequences, interest in collaboration with others involved in the innovation, interest in refocusing or integrating the ideas with own creativity

These stages of concern provide a point of departure for anticipating and developing responsible approaches as concerns arise. During the early stages of an innovation, it is useful to spend staff development time helping those who are affected understand the innovation, the necessity for the change and how it will affect them. For those beginning to use the innovation, it is valuable to address management concerns, such as organization, time, materials and other resources. If the individuals are experienced with the innovation, opportunities should be provided for sharing implementation strategies with others and discussing how certain modifications have proven successful. The following statements summarize assumptions related to the Concerns-Based Adoption Model.

- Change is a process, not an event.
- Change is accomplished by individuals. (Individuals must be the focus of attention.)
- Change is a highly personal experience. (Individuals are different and behave differently.)
- Change involves developmental growth.
- Change is best understood in operational terms. (How will the change affect current behavior?)
- The focus of facilitation should be on individuals, innovations and the context. (Only people can make change by altering their behavior.)

The CBAM model is client-centered. It is helpful to identify the special needs of individuals which will enable the change facilitator to provide the appropriate assistance in minimizing innovation-related frustrations (Hord, Rutherford, Huling-Austin and Hall, 1987). Persons managing the change process should do the following.

- **Explain why**
  Provide all the facts, explain the risks and how risks may be anticipated and minimized.
- **Present benefits**
  Discuss objectively the benefits and how all participants may profit. Be sensitive to concerns of personnel.
- **Seek questions and communicate**
  Answer all questions candidly to keep rumors from occurring.
- **Seek participation**
  Seek suggestions and input continuously from those affected.
- **Avoid surprise**
  Give people time to think in order to obtain more positive responses and keep emotions lower.
- **Set standards**
  Deal with questions such as: When will implementation occur? What are the expectations? Are there rewards for success and penalties for failure?
- **Communicate with leaders**
  Communicate continuously what is going on with formal and informal leaders.
- **Praise**
  Provide positive reinforcement to help reduce anxiety.

Funding

Schools need funds, controlled at the school level, to support their own improvement efforts. Systems may allocate an amount to each school based on its number of certified staff members, its number of pupils or some other appropriate formula. Schools with special needs may receive additional funds. Allowing direct management of some or all of a school's budget is a powerful way to create ownership and commitment of a school's staff and leadership. The specific line-item allocation of these funds, therefore, should be decided by each school's staff development committee in response to the goals and action plans developed by the school. A portion of school staff development funds may also be set aside to support staff members' individual improvement goals. In that case, granting such funds is usually the responsibility of a school committee that follows procedures established at the district level to provide equity throughout the system.

In systems with decentralized budgeting, schools can also allocate funds for staff development that support improvements in specific program areas. The principal oversees expenditure of school staff development funds, subject to review by a central office administrator.

Success Formula

If the ideas presented in this guide are followed, the result will be opportunities for an exciting and successful school-focused staff development program. Many of the suggestions made in this guide may already be in place. Many could be initiated through existing mechanisms, using available resources. We urge you to explore the school-focused staff development delivery model as an important approach to providing staff development activities for school improvement.

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Appendix A

Clarke County
Staff Development Plan

Clark County School District
School-Based Staff Development

School-based staff development has been a formal part of professional growth in the Clarke County School District for the past five years. During that time, school-based staff development has evolved from competitive proposals to equitable plans. Moreover, school-based staff development has grown from isolated activities to integrated, multi-year projects. Most schools no longer view staff development as something extra; rather, they see staff development as an integral component of the total educational program.

Planning for school-based staff development begins in January or February with a needs assessment. For the past two years Clarke County has used a modified version of the Ben Harris open-ended needs assessment model, developed at the University of Texas. Certificated personnel throughout the district are asked to identify their top three priorities for staff development at the district, school, and individual levels. School priorities are summarized and returned to each school for further analysis. Using this needs assessment as a starting point, school staff development planners compare the priorities to those which have emerged in achievement, testing, self studies, and other data sources.

When the State Department of Education releases staff development funding allotments and staff development rules and regulations for the upcoming fiscal year, schools are asked to begin their planning officially. Half of the monies allowed for regular staff development programs go to the schools; each building receives a share of that amount based on the number of certificated personnel assigned for the upcoming year. Along with the budget information, schools receive a calendar of staff development deadlines, usually ranging from the first week in April to the last week in May. Schools are also given forms for outlining their staff development plans. The forms require dates, needs areas, objectives, activities, number of participants, evaluation methods, consultants, and costs. If an activity is to result in staff development units, an application must be prepared. Both the overall plans and the SDU applications must be submittted to the district staff development committee.

As the schools develop their staff development plans, several kinds of assistance are available. The staff development director sets up planning assistance days for building-level personnel. On those days help may range from brainstorming to precise technical details. Also, the staff development director accesses resources – books, videos, program descriptions, consultants – to schools. District directors and curriculum coordinators work one-on-one with the schools as necessary to design specific activities. Several of the schools have created staff development plans which include funding, materials, and consultants from such sources as the national Endowment for the Humanities. Additionally, RESA generalists link schools to programs and people available beyond the system.

School-based plans may connect with Professional Development Stipends. If a school activity results in staff development units, faculty members are eligible to apply for PDS funds. Over the past three years, several faculties have designed courses which addressed school-specific problems and which allowed for earning both credit and stipends.

When the school plans are completed and approved, they become part of the District Comprehensive Staff Development Plan. Copies of the total plan are disseminated through staff development committee members in order for schools to be aware of what others are doing. Some schools have joined together for activities and thus stretched their staff development dollars.

As schools become more and more proficient in staff development planning and implementation, staff development changes from being "something we do" to being "the way we do things." As the staff development process evolves, teachers are being tapped more and more as the source for designers and instructors. Ultimately, students are the beneficiaries when staff development is owned by the persons who impact directly on classrooms.

Calendar For Preparation of FY91 Clarke County School District Comprehensive Staff Development Plan

April 5	Staff Development Information to Leadership Team
April 11	Instructional Meeting - Staff Development Planning
April 12	Professional Development Stipend Information and Applications to District Certified Personnel
April 23	Staff Development Planning Assistance Day (call for an appointment.)
April 25	Staff Development Committee Meeting - Preparation for Consideration of Plans and Course Proposals
April 30	Staff Development Planning Assistance Day (call for an appointment.)
May 9	Deadline for Staff Development Plans and Course Proposals
May 11	Submit Stipend Applications to Principals/Supervisors
May 14	Principals/Supervisors Send Stipend Applications to Staff Development Office
May TBA	Staff Development Committee Meeting - Consideration of Plans and Course Proposals
May 30	Submit FY91 CCSD Comprehensive Staff Development Plan to State Department of Education

Clarke County School District
1990-91 Staff Development Plan

School or Department: _____ **Prepared by:** _____

Date	Need Area(s)	Objective	Activity	Partici-pants	Evaluation	Person/Agency Responsible	Cost

Appendix B

Richmond County School-Based Staff Development Plan

Richmond County Staff Development Department
School-Based Staff Development Programs

"Schools become outstanding when school improvement is prominent among their features."

I. Position Statement

The most effective staff development is school based. Research indicates that the school, not the teacher, is the unit for change. Centering on individual needs, in absence of an institutional focus, is fragmented effort that has little effect on change.

II. The Goal

The goals of school-based staff development programs should be

- to improve the achievement of students
- to organize the school in such a way that teachers regularly engage in
  - the study of curriculum content
  - the process of teaching
  - the development of school climates that foster learning

III. The Scope

A school staff development plan should include *all* training expectations, including those identified by the school leadership team *and* those specified by system departments.

IV. The Requirement

To meet the above stated goals, school staff development programs should be based on what is known about effective staff development practices, which includes training for a change in behavior (transfer).

V. The Procedure

For funding of school-based programs, the Instructional Council is to:

1. Develop a proposal that focuses on one or a combination of the following:
   a. development of teaching strategies
   b. study of curricular content, such as
      - mathematics manipulatives
      - science manipulatives
   c. development of a school climate that fosters learning
2. Specify in the plan the specific training objectives. The content of the program and how the participants will be trained (the process) is to be clearly defined.
3. Include in the plan *all* school-based staff devel -opment activities for the year, including those that do not require funding such as those sponsored by system departments. This will give those who evaluate the plan, a look at the total program.
4. Complete a budget. It is to be used for requesting funds that are needed to carry out the plan.
5. Send the Plan and Budget to Director of Staff Development before **June 1**.

VI. Caution

A school staff development plan would not be a plan to travel. In the past, a majority of the plans submitted for funding have been exclusively for conference attendees.

Richmond County School System
Department of Staff Development

Staff Development Plans

Plan and Budget due June 1

School/Department: _____ Date: _____

School's MOT Status

1989-1990:

_____ Currently a Phase I, II, III school
_____ Currently has team being trained and team will continue

1990-1991:

_____ Option A, begin Summer 1990
_____ Option B, on-site year long training
_____ Option C, on-site first or second year semester training
_____ Option D, team will enroll in semester course at SDC
_____ No involvement

Objective #1: _____

Timeline: _____

Trainer: _____

Approximate cost, if any: _____

If credit is an option:
_____ # of contact hours
_____ # hours of independent work

Process (how)	Content (what)

Objective #2: _____

Timeline: _____

Trainer: _____

Approximate cost, if any: _____

If credit is an option:
_____ # of contact hours
_____ # hours of independent work

Process (how)	Content (what)

Objective #3: _____

Timeline: _____

Trainer: _____

Approximate cost, if any: _____

If credit is an option:
_____ # of contact hours
_____ # hours of independent work

Process (how)	Content (what)

Objective #4: _____

Timeline: _____

Trainer: _____

Approximate cost, if any: _____

If credit is an option:
_____ # of contact hours
_____ # hours of independent work

Process (how)	Content (what)

Budget

School/Department: _____ Date _____

- No funds will be approved for an activity that is not part of the plan.
- Each budget item must be matched to an objective on the plan.
- No expenditure will be processed for payment that is not itemized on this budget sheet.
- All requisitions to pay for services and to order materials must be sent to the Staff Development Office.
- The Staff Development Office will assign an account number to each requisition that must be signed by the Staff Development Director.

I. Purchased Services

Name of Trainer	Agency	Approx. Date	Total # of Contact (training) Hrs.	Approx. Cost	Objective #

Subtotal: _____

II. Release Time

# of Teachers	Purpose (be specific)	Half or Full Day	Week of	Approx. Cost	Objective #

Subtotal: _____

III. Training Materials (No equipment. Materials NOT for student use.)

Name of Item	Type of Item	Vendor	# of Items	Approx. Cost	Objective #

Subtotal: _____

IV. Travel (For training purposes that are matched to objectives) **See Attachment**

Name of Staff Member	Purpose of Travel	Destination	Approx. Date	Mileage	Lodging	Meals	Objective #

Subtotal: _____

V. Conferences (For training purposes that are matched to objectives)

Name of Staff Member	Organization	Location	Date	Registration Fee	Objective #

Subtotal: _____

VI. Other (Expenses not covered in above categories. Food is not an allowable expenditure!)

Item	Purpose	Cost	Objective #

Subtotal: _____

Budget Summary: **Subtotals:** **Services** _____
Release Time _____
Materials _____
Travel _____
Conference _____
Other _____

Total Requested: _____
Total Approved: _____
Approved By: _____

_____
Signature of Principal/Director **Date**

Appendix C

Components of Effective Inservice Training

Component	What it Does	How to Do it	What Good is it?	Comments
Theory	Provides rationale and description of the skill or technique, including potential uses.	Readings, lectures, films, discussions.	Raises awareness; increases conceptual control of a subject.	When used alone, theory rarely results in skill acquisition or transfer of skills into the classroom.
Modeling or Demonstration	Enacts the teaching strategy or skill.	Live demonstration with children or adults; films, television, or other media.	Has considerable effect on awareness; some effect on knowledge; increases mastery of theory.	Modeling alone is unlikely to result in the acquisition or transfer of skill unless accompanied by other components.
Practice	Gives experience with a new skill or strategy.	Simulation of the event with peers or small groups of children.	Once awareness and knowledge have been achieved, practice is an effective way of acquiring skill and strategies.	Practice is an extremely effective way to develop competence in a wide variety of classroom techniques.
Feedback	Offers a system for observing teaching behavior and provides the opportunity to reflect on teaching.	Can be self-administered; provided by peers, observers, coaches, on a regular basis.	Results in greater awareness of one's teaching behavior and knowledge about alternatives.	Changes in behavior will persist as long as feedback continues; then behaviors gradually return to the original point.
Coaching	Supplies support, technical assistance, and commitment to the teacher.	Uses other teachers, supervisors, professors, curriculum consultants as coaches.	Helps teachers to analyze content and approach and make plans to help students adapt.	This element is especially neccessary in the mastery of new approaches or skills; it encourages implementation.

(Reproduced from *Staff development leadership teams: A training manual*. (1984). Columbus, Ohio: Ohio Department of Education). Taken from Joyce, B., and Showers, B. (February, 1980). Improving inservice training: The messages of Research. *Educational Leadership*, 37, 379-385.

Appendix D
Evaluation Plan Format

Purpose: _____

_____

_____

_____

Evaluation Questions	Activities	Responsibility	*Target Dates*	
			Start	Finish

Appendix E
Evaluation Questions

Evaluation Component	Sample Evaluative Questions
Input	Did the needs assessment process produce actual needs?
Input	Was the selected activity the best alternative?
Input/Process	Were activitities adequately planned? Delivered?
Process/Input	What are the attitudes of the staff during the delivery of the activity?
Process	Were appropriate instructional materials used? Strategies?
Product	Were the goals of the staff development activity met?
Product	How did participants benefit?
Product	Are staff/teachers performing differently after completing the activity?
Product	In what way did students of teachers participating in staff development activities benefit?

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Title II – Audrey Reid, Vocational Equity Coordinator
Title VI – Josephine Martin, Associate State Superintendent of Schools, Coordinator
Title IX – Ishmael Childs, Coordinator
Section 504 – Wesley Boyd, Coordinator

Inquiries concerning the application of Title II, Title IX or Section 504 to the policies and practices of the department may be addressed to the persons listed above at the Georgia Department of Education, Twin Towers East, Atlanta 30334; to the Regional Office for Civil Rights, Atlanta 30323; or to the Director, Office for Civil Rights, Education Department, Washington, D.C. 20201.